

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 2014 DEC 15 AM 11:11 DOCUMENT CONTROL CENTER </div>
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Trinity Environmental Academy	057849	Trinity Environmental Academy	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	10	TX-030	021600026
Mailing address	City	State	ZIP Code
3837 Simpson Stuart Rd	Dallas	TX	75241

Primary Contact

First name	M.I.	Last name	Title
Jennifer	A	Hoag	President
Telephone #	Email address		FAX #
469-554-6320	Jennifer1891@hotmail.com		

Secondary Contact

First name	M.I.	Last name	Title
Michael	J	Hooten	CEO
Telephone #	Email address		FAX #
972-571-2311	mihoot@sbcglobal.net		

Part 2: Certification and Incorporation

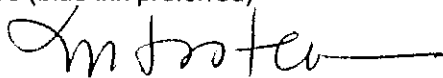
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael	J	Hooten	CEO
Telephone #	Email address		FAX #
972-571-2311	mihoot@sbcglobal.net		

Signature (blue ink preferred)

Date signed



12/15/14

701-15-101-009

Only the legally responsible party may sign this application.

Schedule #1—General Information(cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Trinity Environmental Academy (TriEA) [tree-uh] is applying for the 2015-16 Public Charter School Program Start-Up Grant to facilitate the planning, program design, and initial implementation of the school's mission *to provide an innovative, environmentally-based education to engage and empower scholars to become tomorrow's global change agents*. Environmental and community-based education has a documented history of improving student learning, translating into increased college and career opportunities. From a simple school garden to a wilderness area, outdoor education provides students and teachers opportunities beyond a basic appreciation for nature. This grant will benefit south Dallas scholars who attend TriEA on Paul Quinn College's campus – primarily low-income, At-Risk, and minority children in need of a holistic curriculum and healthy spaces in which they can thrive. In our first year of operation, the education goals of TriEA include the development of a fully aligned scope and sequence, curriculum, and project-based learning unit for each grade level served as well as 85% of scholars at or above grade level or demonstrated growth of 1.5 years. Our operational goals include the recruitment and training of a faculty qualified to carry out the unique mission of TriEA and attendance rates for scholars in excess of 97%. Based on Trinity Environmental Academy's goals, we are fully aligned with the goal of this grant process to support and expand the number of high quality charter school options.

The budget for this grant was determined after a thorough needs assessment, conducted by school leaders and key stakeholders. The needs were then prioritized to meet the requirements of the grant as well as the immediate necessities to ensure the safety and wellbeing of the TriEA scholars in the opening of the school. The final step in budget development was to identify resources that would satisfy the prioritized needs including payroll, professional and contracted services, supplies and materials, capital outlay, and other operating costs.

The TriEA campus will be located in the Highland Hills neighborhood of south Dallas on the Paul Quinn College Campus. This low-income area suffers from a lack of high quality educational opportunities for primary and secondary scholars who, if they graduate, are neither college ready nor prepared to enter the workforce. Paul Quinn College has been working to reduce the issues in the community through a variety of sustainability efforts including the We Over Me Farm, started in 2010, to combat the federally recognized food desert in this area of Dallas. Their entrepreneurship model teaches Paul Quinn students to address community needs through a business approach as they work to open a grocery store on campus in 2015. TriEA will work with Paul Quinn to capitalize on these educational and sustainability opportunities at the K-12 level by bringing an innovative model of environmental education to the campus next fall. In addition, Paul Quinn College sits on 144 acres of the Great Trinity Forest which is prime real estate for the environmental education model that TriEA will develop to accomplish our mission. Scholars at TriEA will be prepared to enter college and the "green collar" workforce of students that have the environmental and sustainability literacy to tackle the careers of the 21st Century.

The leaders of TriEA have designed the needs assessment process based on years of working in charter schools adept at identifying and addressing needs at the campus, district and organizational levels. The nonprofit Board of Directors that governs TriEA, Sustainable Education Solutions (SES), will evaluate its efficacy and when and how often the process will be changed or updated. Needs assessment procedures will be reviewed annually, at minimum, when the SES board reviews its policies.

TriEA's coordination and management of these grant funds will be the primary focus of the CEO and Chief Academic Officer (CAO). Maximizing the effectiveness of the grant funds is paramount to the success of the school and is supported by SES's Board of Directors, charged with the financial and academic success of the school. Both the CEO and CAO are hired by and report to the Board of Directors in an effort to adequately align resources for both operations and instructional needs without these needs being filtered through one individual. Additionally, on a quarterly basis, the Culture Advisory Team, a team of elected teachers and staff members who serve to monitor and advise on staff and scholar culture each month, has direct access to the Board of Directors in an advisory capacity to ensure the commitment to the planned project is executed fully and as prescribed.

To evaluate the program supported by this grant, TriEA leaders will establish a concise mission and vision alignment around project priorities and goals. Alignment will be measured by demonstrated school leader commitment,

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development of a project timeline and review process, and active communication of goals and progress achieved. After project deliverables are defined, individuals responsible for various aspects of the project will be identified and appropriately supported through a RASI chart utilizing technology to engage stakeholders and keep staff accountable. We will evaluate through Data Driven Instruction (DDI) and Operations (DDO) outcomes by collecting and transparently sharing data points with stakeholders and working comprehensively to address issues and develop strategies to address insufficiencies. The program will be evaluated through an imbedded agenda as a focal point of weekly administrative meetings providing opportunities for shared analysis and program impacts on instruction and operations of TriEA. Finally, Trinity Environmental Academy's Culture Advisory Team (CAT) will share implementation outcomes directly with the Board of Directors at their monthly meeting to elicit primary sources of scholar impact, best practices and teacher and scholar progress towards goals.

Trinity Environmental Academy has taken every opportunity to accurately answer all statutory requirements through an analysis of its planned academic and fiscal practices. In addition, all TEA requirements have been answered completely and accurately based on available external information and the charter application submitted by TriEA and approved by TEA.

Trinity Environmental Academy is fully committed to the goals of this grant through the planning, design and implementation of our unique, environmentally-focused school in Dallas' southern sector. Since the award of our charter, the SES Board has built relationships and sought funding from local foundations and businesses to ensure program fidelity prior to and after the funds of this grant are available.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$189,765	\$15,900	\$205,665
Schedule #8	Professional and Contracted Services (6200)	6200	\$39,840	\$59,490	\$99,330
Schedule #9	Supplies and Materials (6300)	6300	\$27,000	\$89,600	\$116,600
Schedule #10	Other Operating Costs (6400)	6400	\$18,500	\$25,500	\$44,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$202,634	\$131,516	\$334,150
Grand total of budgeted costs (add all entries in each column):			\$477,739	\$322,006	\$799,745

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057849				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementa- tion Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher	14		\$16,333	\$9,800	\$26,133
2	Educational aide	4		\$2,888	\$1,300	\$4,188
3	Tutor					
Program Management and Administration						
4	Project director (CEO/Superintendent)	1		\$29,998	\$325	\$30,323
5	Project coordinator (CAO/Principal)	1		\$29,998	\$325	\$30,323
6	Dean of Administration (Finance/HR)	1		\$10,714	\$325	\$11,039
7	Dean of Scholars (Asst. Principal)	1		\$9,820	\$325	\$10,145
8	Business Office Manager	1		\$8,035	\$325	\$8,360
9	Admin Assistant	1		\$3,046	\$325	\$3,371
10	Special Populations Coordinator	1		\$5,714	\$325	\$6,039
11	Dean of Instruction/Operations (Y2)	2		\$23,580		\$23,580
Auxiliary						
12	IT Technician	1		\$3,908	\$325	\$4,233
13	Social Counselor (Y2)	1		\$7,860		\$7,860
14	Community Liaison (Y2)	1		\$7,860		\$7,860
Other Employee Positions						
15	Non-Instructional Staff (Custodian, etc)	4		\$3,111	\$1,300	\$4,411
16						
17						
18	Subtotal employee costs:			\$162,865	\$15,000	\$177,865
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay				
20	6119	Professional staff extra-duty pay		\$12,500		\$12,500
21	6121	Support staff extra-duty pay				
22	6140	Employee benefits		\$14,400	\$900	\$15,300
23	61XX	Tuition remission (IHEs only)				
24	Subtotal substitute, extra-duty, benefits costs			\$26,900	\$900	\$27,800
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$189,765	\$15,900	\$205,665

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implementation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:				
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Newspaper, job services, periodicals, recruitment	\$3,000		\$3,000	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$3,000		\$3,000	
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implementation	TOTAL Budgeted
1	TriEA Website Development	<input type="checkbox"/>	\$2,000		\$2,000
2	NWEA Map Testing and Scoring (service in Y1/Y2)	<input type="checkbox"/>		\$12,240	\$12,240
3	UNT-SCI EXCEL Program – Curriculum, PD, EBE	<input type="checkbox"/>	\$19,340	\$23,750	\$43,090
4	Architectural Planning – Built and natural environment consultancy	<input type="checkbox"/>	\$15,500		\$15,500
5	Architectural Due Diligence – Built and natural environment tasks	<input type="checkbox"/>		\$21,500	\$21,500
6		<input type="checkbox"/>			
7		<input type="checkbox"/>			
8		<input type="checkbox"/>			
9		<input type="checkbox"/>			
10		<input type="checkbox"/>			
11		<input type="checkbox"/>			
12		<input type="checkbox"/>			
13		<input type="checkbox"/>			
14		<input type="checkbox"/>			
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$36,840	\$57,490	\$94,330
a. Subtotal of professional and contracted services requiring specific approval:			\$3,000		\$3,000
b. Subtotal of professional services, contracted services, or subgrants:			\$36,840	\$57,490	\$84,330
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:				\$2,000	\$2,000
(Sum of lines a, b, and c) Grand total			\$39,840	\$59,490	\$99,330

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

6399	#	Type	Purpose	Quantity	Unit Cost	Planning	Implement- ation	TOTAL Amount Budgeted
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
6399	Technology software—Not capitalized					\$19,000	\$21,000	\$40,000
6399	Supplies and materials associated with advisory council or committee							
Subtotal supplies and materials requiring specific approval:								
	Remaining 6300—Supplies and materials that do not require specific approval:					\$8,000	\$68,600	\$74,600
Grand total:						\$27,000	\$89,600	\$116,600

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057849		Amendment number (for amendments only):		
Expense Item Description		Planning	Implemen- tation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$9,000	\$2,500	\$11,500
	Specify purpose: 1) North American Assoc. of Env. Education (NAAEE) for 2 attendees in San Diego, CA in Oct 2015, 2) Cedarsong Level III Forest Kindergarten Training for 2 attendees in Washington State in May 2015, 3) Uncommon Schools Practice Perfect w/ Paul Bambrick for 2 attendees in White Plains, NY in June 2015.			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance			
6490	Indemnification compensation for loss or damage			
6490	Advisory council/committee travel or other expenses			
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$2,000		\$2,000
	Specify name and purpose of organization: TCSA, Chambers of Commerce			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$3,000	\$1,000	\$4,000
	Specify purpose: Billboard, banners, printing costs for scholar recruitment			
Subtotal other operating costs requiring specific approval:		\$14,000	\$3,500	\$17,500
Remaining 6400—Other operating costs that do not require specific approval:		\$4,500	\$22,000	\$26,500
Grand total:		\$18,500	\$25,500	\$44,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A			
2		N/A	N/A			
3		N/A	N/A			
4		N/A	N/A			
5		N/A	N/A			
66XX/15XX—Technology hardware, capitalized						
6	Staff/Teacher Laptops (Y1/Y2)	49	\$850	\$23,800	\$17,850	\$41,650
7	Student classroom desktops	34	\$500	\$11,000	\$6,000	\$17,000
8	Telecom Phones/Install (6 bldgs)	50	\$350	\$7,000	\$10,500	\$17,500
9	Security Cameras/Install (6 bldgs)	10	\$1,000	\$4,000	\$6,000	\$10,000
10	Wi-Fi/Internet Access Pts/Servers	6	\$6,667	\$13,334	\$26,666	\$40,000
11	COW & 30 Chromebooks	2	\$7,500	\$7,500	\$7,500	\$15,000
12	Mobile tech, tablets & hot spots	2	\$4,000	\$4,000	\$4,000	\$8,000
13	Classroom projectors/doc cameras	15	\$1,500	\$13,500	\$9,000	\$22,500
14	Auditorium projector/sound	1	\$2,000	\$2,000		\$2,000
15	30 Computers for engineering lab	30	\$1,000	\$30,000		\$30,000
66XX/15XX—Technology software, capitalized						
16	Telecom Software/Bell System	1	\$4,500	\$4,500		\$4,500
17	Security Camera System	1	\$3,000	\$3,000		\$3,000
18	Wi-Fi/Internet System	1	\$8,000	\$8,000		\$8,000
19						
20						
21						
22						
66XX/15XX—Equipment, furniture, or vehicles						
23	Computer lab furniture	30	\$500	\$15,000		\$15,000
24	Primary class desks/chairs package	12	\$3,000	\$24,000	\$12,000	\$36,000
25	Secondary class desk/chair pkg	4	\$3,000	\$6,000	\$6,000	\$12,000
26	Primary specialty (cubbies, etc)	12	\$1,500	\$12,000	\$6,000	\$18,000
27	Office desks, lobby furn., storage	40	\$500	\$10,000	\$10,000	\$20,000
28	MS Engineering tool kits	10	\$400	\$4,000		\$4,000
29	Water catchment systems	2	\$5,000		\$10,000	\$10,000
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
Grand total:				\$202,634	\$131,516	\$334,150

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our needs assessment process is based on prioritizing what we believe are going to be the "biggest hurdles" to overcome once school opens, having the greatest influence in creating a sustainable program. We work to build a solid foundation for the programmatic elements of our school that, without training and effective oversight and support, could easily be set aside making TriEA a run-of-the-mill, direct-instruction-all-the-time charter program.

We recognize our program will be a challenge for teachers and leaders who are not familiar with 1) teaching content curriculum through an environmental lens using project-based learning (PBL) strategies where appropriate; 2) incorporating community-based learning to access emergent curriculum and create learning laboratories outside of school walls; 3) a holistic learning approach focusing on the whole child while teaching through interdisciplinary methods for deeper content connections over traditional boundaries; 4) reducing environmental impact and costs, including waste, water, energy use and alternative transportation; 5) improving the health and wellness of students and staff, covering environmental health and nutrition and fitness; and, finally, 6) providing effective sustainability education, requiring robust environmental education that engages STEM, civic skills and green career pathways. The unique model of Trinity Environmental Academy will require even experienced teachers to integrate new teaching methods and skills into their instructional approaches.

To address this unfamiliarity, we identified what we believe are key elements future employee development looks like based on previously observed performance gaps. In order to adopt a new method of teaching for most, we provide training, but to take it to a level of sustainability, we must also provide cascading dialogue; peer mentoring and low-stakes practice sessions; implementation guidance and reflection; informal and formal observations; and continuous feedback loops. While the knowledge or skill deficiency can be addressed by training, training is only one part of a performance gap intervention for implementing a new teaching method.

The next step in our needs assessment was to determine what additional interventions we should consider and how we could address them:

- 1) Talent selection and compensation – addressed through administrative training, collaboratively themed conferences, and peer mentoring with other school leaders
- 2) Outlining employee expectations around performance and development goals – addressed through administrative training, collaboratively themed conferences, and peer mentoring with other school leaders
- 3) Provide consistent instructional coaching – addressed through coaching training for school leadership
- 4) Supply sufficient tools and resources – addressed through research, training, and teacher requests
- 5) Ensure the learning environments are conducive to higher levels of scholar achievement – addressed through intentional architectural planning and design of the built and natural environments and the spaces between
- 6) Provide a mission-aligned curriculum program, and develop supporting enrichment opportunities for scholars that allow the practice and outlet for expression based on choice – addressed with adequate funding and stipend support for community, staff and teachers to participate in this enhanced programming

To prioritize these needs, it was clear we should determine which needs would have the greatest impact on scholar achievement. The quality of the teacher is the #1 determinant of scholar success, so starting with developing teachers had to be the first priority. A teacher needs a good foundation from which to work, so developing a solid curriculum seemed to take second. Third was the implementation tools needed to bring the teaching and learning to life for the scholars, followed by instructional materials that covered State standards as the fourth priority. Last, considering the funding timelines for new start-up charter schools in Texas don't support school planning, we have to pay professionally competitive salaries to our leaders, staff, and teachers in our zero-year in order to secure the best talent and make all of this happen with fidelity for the State's first payment at the end of September 2015.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Targeted, mission appropriate training and professional memberships for school administrative leaders and teachers. These include trainings for operating effective charter schools, environmental and community-based program training, developing a holistic school culture and discipline program to support scholar success, and service learning program implementation.	Academic trainings - Children in Nature Network conference in April 2015, Forest Kindergarten (Cedarsong Level 3), North American Association for Environmental Education (NAAEE) annual conference in Oct 2015, UNT-SCI EXCEL program, Project Learning Tree, Population Education, PBL, etc. Scholar Culture training – International Institute Restorative Discipline in April 2015, etc. Management trainings– Systemic Renewal, Strategic and Campus planning, TCSA, etc.
2.	Curriculum development and implementation with the University of North Texas' Sustainable Communities Initiative (www.untsci.com) and their Excellence in Curricula Experiential Learning (EXCEL) education program, incorporating the natural and built space environments as part of teaching and learning. In Y1, this work covers Kinder, 1 st , and 6 th grades. In Y2, the planning for 2 nd and 7 th grades as well the assessment of Y1.	Covering instructional and administrative development of TriEA's scope and sequencing, creating vertical and horizontal alignment documentation, design and develop unit planning framework and curricula, identify project-based learning themes by grade, and finding interdisciplinary connections between subjects. Planning and designing the K-5 community learning pods and 6-12 learning spaces, having intentional consideration for the built and natural environments and those spaces between.
3.	Purchasing teaching tools and equipment to supplement program and build necessary administrative infrastructure to fully implement with fidelity.	Tools and equipment needed include scholar and teacher computers, textbooks and teaching supplements, telecom and Internet accessibility infrastructure, software as a service subscriptions (student and financial management systems, normed testing systems, study aids, etc.), environmental and outdoor teaching components (computer tablets, cameras, environmental probes, etc.), purchasing school furniture and outfitting IDEALabs, and build school branding within the community.
4.	Identify and develop curriculum instructional and programming materials for scholars that supplement and further support the classroom teacher, growing our STEM and community-based experiences for scholars.	Coordinating and developing protocols for identifying and securing the most cost effective non-consumable instructional materials that aid teachers in meeting the TEKS requirements for each subject in each grade level. Researching and securing advisory programming materials, restorative discipline tools and resources, and guidance curriculum would be included.
5.	Paying administrative, staff, and teacher salaries during zero-year planning and plan implementation during the first 30-days of operation.	With zero-year planning beginning in March 2015, to successfully get the school open, staff has to be hired and paid for work completed on behalf of the school. Executive leadership hired for March 2015, school leadership and specific staff hired for May/June 2015, teachers and remaining staff hired for end of July 2015. The first day of school is August 6 th , 2015.

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Schedule #14—Management Plan

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Executive Officer	Bachelor's Degree, Masters preferred; Minimum 5 years teaching experience having demonstrated academic success, minimum 3 years of business management experience or school leadership experience required; Previous teacher certification
2.	Chief Academic Officer	Bachelor's Degree Required, Master's Degree Preferred; Minimum 5 years teaching experience, minimum 3 years in a leadership role; Previous Teacher Certification in core subject area
3.	Dean of Administration	Bachelor's Degree, Masters Preferred; Minimum 3 years business and/or financial work with industry or non-profit is required. Experience with TEA and PEIMS data reporting is preferred; CPA is preferred
4.	Dean of Scholars	Bachelor's Degree; Minimum 3 years teaching experience with demonstrated classroom management and academic success in the classroom; Previous Teaching Certification in any area
5.	SES Board Treasurer	Approved board member; Former charter school Chief Financial Officer

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Training: Administrative, Staff, and Teachers	1. Identify training opportunities aligned to goals	11/01/2014	07/29/2016
		2. Schedule/Register/Expense trainings by July 2016	Award date	07/29/2016
		3. Attend scheduled trainings	Award date	12/20/2016
		4. Practiced reflection and cascade learning objectives	06/01/2015	05/25/2017
		5. By 7/2016, 100% of teachers trained EBE & PBL	07/28/2015	07/29/2016
2.	Curriculum: Development, Implementation, and Evaluation	1. Design instructional framework for EBE, CBE, PBL	11/24/2014	07/28/2015
		2. Plan curriculum scope, sequence, alignment, units	05/01/2015	05/25/2016
		3. Implement, evaluate through observation & data	08/06/2015	05/25/2016
		4. By 5/2016, sequenced & aligned units in K-1, 6th	11/24/2014	05/25/2016
		5. By 8/2016, scope & sequenced in 2nd, 7th	11/24/2014	07/29/2016
3.	Material Needs: Teaching Tools, Equipment, Models, and Supplies	1. Assess program specific tech/curriculum needs	11/24/2014	06/01/2014
		2. Assess and contract w Financial system provider	11/01/2014	01/15/2015
		3. Identify preferred vendors for reputation and pricing	11/01/2014	07/29/2016
		4. Solicit teacher input/review/requests for materials	06/01/2015	05/25/2016
		5. Measure tool/equipment effectiveness	08/06/2015	07/29/2016
4.	Textbook and Instructional Materials: Purchasing for Y1 and Y2	1. Contact publishers for preferred programs/products	05/01/2015	06/01/2016
		2. Proposals for total costs and product availability	06/01/2015	07/15/2015
		3. Search used instructional materials market	06/01/2015	06/01/2016
		4. Determine best purchase options/adoptions	07/01/2015	06/01/2016
		5. Acquire materials, setup inventory process & deliver	07/01/2015	07/29/2016
5.	Salaries: Administrative, Staff, and Teachers	1. Hire CEO and CAO for planning & implementation	03/01/2015	08/31/2015
		2. Hire DoS, DoA, Office Manager	06/01/2015	08/31/2015
		3. Hire Sp Pops Coord., Receptionist, & IT Tech	07/01/2015	08/31/2015
		4. Hire Teachers and Staff for Pre-Service Training	07/28/2015	08/31/2015
		5. By 7/2016, Y1 teacher retention rate of 70%	08/06/2015	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) has made a commitment to develop a process for systemic renewal to take place PK-12 as well as at the administrative level through review processes and accountability to goals and measures. While systemic renewal is typically thought of as a process for whole-school reform, particularly for those that are struggling with poor academic achievement, practice will provide a process for evaluating measureable goals and objectives related to our practices, policies and organizational structure as it impacts the daily lives of our scholars and their diverse needs. As a new school, in an effort to mitigate any hurdles, TriEA will adopt Texas Charter School Association's (TCSA) Quality Framework that focuses on academic, as well as operational program evaluation since the two are rarely isolated. The Quality Framework provides 1) a common definition of quality, 2) a defined continuous improvement process, and 3) a holistic operational, financial, and academic evaluation on a variety of types and sources of data including both qualitative and quantitative sources in the following areas:

- | | |
|-----------------------|--------------------------------|
| 1. Student Success | 6. Staff |
| 2. Mission and Vision | 7. Safety and Support Services |
| 3. Stakeholder | 8. Fiscal Management |
| 4. Learning | 9. Public Accountability |
| 5. Leadership | 10. Data Driven |

Necessary adjustments are managed through reporting and feedback from TriEA's Sustainable Education Solutions' (SES) Board on a monthly basis. Communication to the staff and community are done through a variety of methods, but one notable method is with our Culture Advisory Team (CAT) that is a bi-directional communication collaborative consisting of elected teacher leaders, staff, and a community representative.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As of submission of this grant, SES & TriEA do not have any ongoing efforts that are similar or related to this charter school project. SES's purpose is to open a charter school and TriEA's purpose is to successfully educate the scholars of south Dallas and to close the achievement gap of minority and underserved youth in this high-need area. We are submitting additional grants for supplemental facilities work that needs to be done in order to open in our permanent building in August 2016. As an incubator space in Y1, TriEA will open in a smaller, scholar-ready building (next to our permanent building) in August 2015. Those requests and Letters of Inquiry include, but are not limited to:

- | | |
|---|--|
| 1. Terracon – Facilities due diligence | 5. J.L. Williams Foundations – Facility renovation |
| 2. B.B. Owen Trust – Facility renovation | 6. David M. Crowley Foundation – Facility renovation |
| 3. Constantin Foundation – Roof repairs | |
| 4. Communities Foundation of Texas – Facilities due diligence | |

TriEA's coordination and management of all grant funds will be the primary focus of the CEO and CAO. Maximizing the effectiveness of the grant funds is paramount to the success of the school and is supported by SES's Board of Directors, who are charged with the financial and academic success of the school. Both the CEO and CAO are hired by and report to the Board of Directors in an effort to adequately align resources independently to provide maximal efficiency in grant requests and expenditures. Additionally, on a quarterly basis, the Culture Advisory Team has direct access to the Board of Directors in an advisory capacity to ensure the commitment to the planned project is executed fully and as prescribed.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Establish a concise mission and vision alignment around project priorities and goals	1.	Leaders demonstrates ownership and commitment to project
		2.	Creates and shares a project timeline and review processes for progress
		3.	Continues to communicate goals, monitors, actively works to institutionalize
2.	Define project deliverables , identify Responsible, Approval, Support, & Informed individuals	1.	Project deliverables documented and RASI chart developed/shared
		2.	Uses technology to manage and share results to all stakeholders
		3.	Staff held accountable to deliverables and praised when successful
3.	Focus on Data Driven Instruction (DDI) and Operations (DDO) outcomes	1.	Collects and transparently shares data points with all stakeholders
		2.	Assesses risks, assumptions, issues, dependencies in progress evaluation
		3.	Develops and communicates improvement strategies as necessary
4.	Project agenda items imbedded in weekly administrative team meetings	1.	Makes team meetings and shared data analysis a priority
		2.	Analyzes the efficacy and impact on instruction and operations
		3.	Uses examples of project strength and opportunities for all the learn
5.	Monthly Culture Advisory Team (CAT) meetings to share results with Board of Directors	1.	Shares examples of implementation and scholar impact
		2.	Conducts and shares their own action research and best practices
		3.	Uses data to show evidence to growth towards priorities and goals

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to data collection, analysis, and feedback, providing support and evidence of data analysis is an administrative strategy at TriEA. The question, "Are you are on track to meet your goals and how do you know?" is what all leaders and teachers will answer with evidence at any given time during the year. While data analysis is common in schools today, we will focus on those measures and metrics that yield targeted results speaking to both performance and culture. For context, our program will affect 228 scholars/30 employees in Y1 (planning and implementation for 2015/16) and 384 scholars/51 employees in Y2 (planning only for 2016/17 since this project grant expires in July 2016).

The process for collecting data is focused around putting our unique, locally-based, environmentally-focused curriculum as our highest academic priority: **Goal 1)** With the environmental lens in mind, develop the scope and sequence including horizontal and vertical alignment documents prior to the start of the school year for each new grade level served. Measures will include the Vertical Alignment Document (VAD), Horizontal Alignment Document (HAD), Scope and Sequence for each grade level. **Goal 2)** At least one fully integrated (across core disciplines), community-based, environmentally-focused PBL is developed, implemented, evaluated per semester, per grade level serviced per year. Measures are teacher lesson plans, PBL scholar products, and student/teacher end-of-project evaluations. **Goal 3)** 85% percent of scholars at or above grade level or demonstrate growth of 1.5+ years. Measures are NWEA MAP test results and STAAR Results (where applicable).

In order to meet our educational goals, our highest operational goals are centered on those that facilitate the high standards set for instructional practices: **Goal 1)** Recruit and maintain highly qualified faculty/staff. Measures are teacher retention rates, teacher years of experience, and teacher attendance rates. **Goal 2)** Average attendance rate of 97% for scholars. Measures are attendance records. **Goal 3)** To grow our network of community support services through partnerships by 50 organizations per year. Measures are teacher lessons plans (field trips/in-class presentations), mentor logs, and Community Liaison and Counselor activity reports.

To minimize project delivery problems, pre-determining risks, assumptions, issues, and dependencies is essential. By providing a clearly articulated matrix of project responsibility and authority we can helps steer problems towards quick resolution.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Commissioner of Education, Michael Williams, approved Sustainable Education Solutions (SES) to open Trinity Environmental Academy (TriEA) in the Fall of 2014. The Texas Education Agency (TEA), on behalf of Commissioner Williams, granted the charter allowing our doors to open in the Fall of 2015. The charter holder, SES, is accountable to TEA both fiscally and academically for the performance of TriEA. SES will develop and submit required reports to TEA on a timely basis to demonstrate its compliance and effectiveness with both state and federal mandates applicable for charter schools.

One of the SES Board's primary roles is the selection and review of the Chief Executive Officer (CEO) and the Chief Academic Officer (CAO) to oversee the operational and instructional programs, respectively, of Trinity Environmental Academy. The Board will encourage open lines of communication with the school leaders to promote an effective and productive relationship where school leaders can regularly report necessary information to the Board at monthly meetings and provide input regarding policy decisions. The board will seek the input of the Cultural Advisory Team (CAT) as an advisory body. TriEA is committed to a collaborative governance approach that includes the CAT. This team will be a group of informal leaders including teachers and staff of TriEA, nominated and elected by their peers to represent the community at large. The CAT's roles include evaluating the performance of the school and its leaders, reviewing, monitoring and/or assessing specific academic programs as requested by the Board, serving as advocates of TriEA to the community, acting as an unbiased sounding board for the Board of Directors and gathering input from key stakeholders.

Ultimately, the school leaders, the CEO and CAO, have the managerial responsibility of ensuring school and student performance goals are met. On a quarterly basis they will prepare statistical academic achievement and cultural data from the school which will be presented to the Board in an open meeting. Board members and the community can ask clarifying questions. The CEO and CAO will also prepare reports on budget, expenditures, and forecasting for the Board quarterly.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Education Agency (TEA) will provide for the continued operation of Trinity Environmental Academy (TriEA) once the Federal start-up grant has expired through the Foundation School Program based on TriEA's Average Daily Attendance (ADA) of scholars. This funding, which supports general operating of TriEA will begin in September 2015, the start of the new fiscal year for 2015/2016. The Federal grant funds awarded are eligible for use after the funding from TEA begins allowing for operation to continue well before the grant period expires.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) will not request any waivers of any Federal statutory or regulatory provisions to successfully operate including federal laws for civil rights regarding nondiscrimination. TriEA will operate in accordance with Texas Education Code (TEC), Chapter 12, Subchapter D, Texas Administrative Code (TAC), Chapter 100 and TAC, Chapter 97 that provide greater innovation and flexibility for charters to operate under a specific mission and vision.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of TriEA's objectives is to provide the training and knowledge necessary to execute a fully immersive environmentally-based education (EBE) through inquiry or project-based learning (PBL) methods. To accomplish this objective, the following associated goals have been established, 1) Recruit and maintain highly qualified faculty at 70% in Y1, 2) 100% of teachers are trained EBE & PBL. For a teacher to find success, they need the knowledge, skill, and support to do the job they are hired to do. These project grant funds will supplement our training and retention efforts by:

1. Pre-planning and funding the development instructional framework with the Excellence in Curricula and Experiential Learning (EXCEL) program at the University of North Texas' Sustainable Communities Initiative (SCI).
2. Provide 4-days of EBE/PBL training with the EXCEL program leaders prior to the start of school. Follow up with additional training and implementation reviews during school year, PD Wednesdays and in-service days.
3. Assessing and providing for independent training needs for leaders, staff, and teachers.
4. Provide funds for zero-year planning, starting school 3 weeks before ISDs start to enroll scholars, and give teachers additional time to advance scholars to grow underachieving scholars by 1.5+ years in Y1.
5. Development of healthy space environments for scholars and teachers by architecturally planning built and natural teaching and learning spaces to maximize teacher effectiveness and scholar impact – satisfying the academic, social and emotional needs of both groups.

Another TriEA objective is to develop a unique curriculum using CBE and PBL strategies and teaching through an environmental lens in all grade levels, PK-12 by 2021. Associated goals are 1) With the environmental lens in mind, develop the scope and sequence including horizontal and vertical alignment documents prior to the start of the school year for each new grade level served, 2) At least one fully integrated (across core disciplines), community-based, environmentally-focused PBL that is developed, implemented, evaluated per semester, per grade level serviced per year, 3) To grow our network of community support services through partnerships by 50 organizations per year. These project funds will supplement our curriculum and community programming efforts by:

1. Funding curriculum development with UNT-SCI leaders, self-sustaining goal for leaders and teachers of TriEA.
2. Funding June/July 2016 Y1 hiring of a Dean of Operations & Community Liaison responsible for implementing a community partnerships program, parent outreach to involve and engage them in scholar life and school development, identifying community/philanthropic funding for long-term sustainability, and functionally blend the built and natural environments as TriEA grows. Y2 implementation, state funding covers these two positions.
3. Funding June/July 2016 hiring of a Dean of Instruction & Literacy Coach to help all teachers weave CBE and PBL elements keeping effective balanced literacy strategies at the forefront of all planning and execution. Y2 implementation, state funding covers these two positions.
4. Funding to support development of guidance and advisory curriculum through the UNT-SCI EXCEL program.

Final TriEA objectives are focused on supplying staff and teachers with the tools, equipment, and materials to do their jobs in Y1. Two associated goals are 1) 85% percent of scholars at or above grade level or demonstrate growth of 1.5+ years, and 2) 80% of teachers report having the materials and tools to teach our program at Proficient or Exemplar levels in Y1. These project funds will supplement our program by providing the following for teachers and scholars:

1. Telecom/Internet WIFI, computers, projectors, sound systems, tablets, SaaS testing/scholar services, textbooks, reading materials, office equipment, outdoor/environmental program needs, classroom furniture/supplies, IDEALab furniture/equipment, academic/athletic enrichment fees/supplies/travel, engineering program/tools, etc.

In conjunction with additional Title 1, IDEA-B, and other federal funding, TriEA will use these funds only to supplement state funding and not to supplant state funding or duplicate other federal funding programs.

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County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) will comply with the Individuals with Disabilities Act, sections 613(a)(5) and 613(e)(1)(B).

These sections dictate that TriEA will serve children with disabilities attending in the same manner as any local educational agency serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools; providing funds under this part to those charter schools:

- (i) on the same basis as the local educational agency provides funds to the local educational agency's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and
- (ii) at the same time as the agency distributes other Federal funds to the agency's other public schools, consistent with the State's charter school law.

In our process for admission and enrollment, TriEA does not collect any information from families about a scholar's academic or medical record/standing. Only once a scholar has been admitted do we ask for information in order to help place the scholar appropriately within our school. However, the only required documentation for enrollment is 1) proof of identity for parent and scholar, and 2) current immunization records.

In our Admissions and Enrollment policy, we further define ourselves with a non-discrimination policy:

TriEA's Non-discrimination Policy

Our sponsoring entity, Sustainable Education Solutions, or any charter school governed by them will not discriminate against any full or part-time employee, contractor, vendor, family, or scholar based on gender, sexual orientation or gender identity, national origin, ethnicity, religion, disability, academic or artistic ability, or the district the a scholar would otherwise attend.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 6 does not apply.

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County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 7 does not apply.

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County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 8 does not apply.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 9 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 10 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 11 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 12 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 13 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 14 does not apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Trinity Environmental Academy (TriEA) is an open-enrollment charter school approved by the commissioner of education under a Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Since TriEA is not a campus charter, Statutory Requirement 15 does not apply.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057849

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		72	72					84							228
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		72	72					84							228

Total Staff

30

Total Parents

342

Total Families

218

Total Campuses

1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		72	72	72				84	84						384
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		72	72	72				84	84						384

Total Staff

51

Total Parents

576

Total Families

364

Total Campuses

1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057849

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrolment Charter School (TEC Subchapter D)		30	30					35							95
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:		30	30					35							95

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Dallas ISD	JN Ervin Elementary	057905142
2.	Dallas ISD	VW Bushman Elementary	057905118
3.	Dallas ISD	Elisha M Pease Elementary	057905191
4.	Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	057815101
5.			
6.			

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057849

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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